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ABSTRACT

This content analysis schedule for the Bilingual Education Center of Chicago presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant language of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached are various graphs and tables which supply additional data. (SK)

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#288
Chicago, Ill.

PROJECT BEST
Bilingual Education Applied Research Unit

ED 078705

CHECK (✓) DOCUMENTS FOR CONTENT ANALYSIS SCHEDULE

✓ Initial Proposal

✓ 2nd Year Continuation data

✓ 3rd Year Continuation ~~(on separate C.A.S.)~~ supplementary material

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation			
Pre-audit			
Interim audit			
Final audit			

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Project Best
Bilingual Education Applied Research Unit
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CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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Developed by Marietta Saravia Shore
Coordinator, BEARU

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bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 288

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS R. Ehrlich/MSS

Research Assistant Edgardo López-Ferrer Date 1971

0.2 Name of Project Bilingual Education Center

0.3 Address of Project Board of Education

0.4 228 North La Salle St.
Chicago, Illinois

.05 STATE 0.5 9

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
97 - 1969
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 1

2.2 Year prior funding began 2.2 1968

2.3 Prior bilingual program involved: 2.3 2+3
1-early childhood (pre K + K)
2-elementary students (grades 1-6) } grades 5-8
3-secondary students (grades 7-12) }
0-not specified
Pp24

2.4 Source of prior bilingual program funding: 2.4 5
1-local 4-university
2-state 5-federal (specify) Title I
3-foundation 6-other (specify)
Pp24

2.5 1-CONCURRENT funding of program(s), if cooperating 2.5 1

0.3 Address of Project Board of Education

0.4 228 North La Salle St.
Chicago, Illinois

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1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
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2.3 Prior bilingual program involved: 2.3 2+3
1-early childhood (pre K + K)
2-elementary students (grades 1-6) } grades 5-8
3-secondary students (grades 7-12) }
0-not specified
pp24

2.4 Source of prior bilingual program funding: 2.4 5
1-local 4-university
2-state 5-federal (specify) Title I
3-foundation 6-other (specify) _____
pp 24

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 1

2.6 Concurrent program cooperating with Title VII involves: 2.6 1, 2, 3
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 1, 4
1-local 4-federal (specify) Title I
2-state 5-other (specify) _____
3-university 6-foundation support _____
pp 6

2.8 Total Title VII grant (first year only) 2.8 $154,000

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) 2.9 $145,000

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: _____
0-none 3.0 0

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 6

1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program A. First year 4.2 A 714
B. Second year B 1032
C. Third year C 776

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	
PSK 94 TOTAL NO. students PS and K	
1-grade 1	101 students
2-grade 2	126
3-grade 3	117
4-grade 4 }	392
5-grade 5 }	
6-grade 6 }	
A 736 TOTAL students gr. 1-6	

Grade	Number of Classes
7-grade 7 }	
8-grade 8 }	
9-grade 9 }	
B TOTAL students gr. 7-9	
+ 202	
10-grade 10 }	
11-grade 11 }	
12-grade 12 }	
C TOTAL students gr. 10-12	

4.3 PSK 94
A 736
B }
C } 202

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: K-8: continuous development p 12P

4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box) (Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 810	II E-Dom - NEMT: 0
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 222

I Total Non-English Dominant 810 II Total English

5.0		No.	%
NE dom N-EMT	I	810	79%
E dom NEMT	II_1	....	...
E-Dom EMT	II_2	222	21%
Total E-Dom		222	21%

(by second year)

Grade	Number of Classes
PS-PreSchool	.....
K-Kndgtn	.....
PSK 94	TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7 }	.....
8-grade 8 }	.....
9-grade 9 }	.....
B	TOTAL students gr. 7-9

4.3 PSK 94
A 736
B }
C 202

students

1-grade 1	101
2-grade 2	126
3-grade 3	117
4-grade 4 }	392
5-grade 5 }	
6-grade 6 }	
A 736	TOTAL students gr. 1-6

+ 202

10-grade 10 }	.....
11-grade 11 }	.....
12-grade 12 }	.....
C	TOTAL students gr. 10-12

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: K-8: continuous development p 12P

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2. Total English Mother-Tongue		II_2 E-Dom - EMT: 222

I Total Non-English Dominant: 810
II Total English Dominant: 222

5.0		No.	%
NE dom N-EMT	I	810	79%
E dom NEMT	II_1	....	...
E-Dom EMT	II_2	222	21%
Total E-Dom II= II_1 + II_2		222	21%

KEY:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
English Mother Tongue	N-E Dom - EMT Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	E-Dom - EMT Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1	.....	..... %	.....
A2 Cherokee	A2	.....	..... %	.....
A3 Other (specify)	A3	.....	..... %	.....
A TOTAL No. of American Indian A		.....	..... %	.....

Americans of other ethnic backgrounds:

B1 Mexican-American	B1 ✓	ns	..... %	..... see xerox 3a
B2 Puerto-Rican	B2 ✓		..... %	.....
B3 Cuban	B3 ✓		..... %	.....
Guatemalan Dominican B4 Other Spanish-American (specify)	B4 ✓		..... %	.....
B TOTAL No. of Spanish-speaking Americans	B 810		..... %	.....
C Portuguese-American	C		..... %	.....
D Franco-American	D		..... %	.....
F Chinese-American	F		..... %	.....
G Eskimo	G		..... %	.....
H Russian	H		..... %	.....
J Other	J		..... %	.....
I TOTAL number of N-EMT target students		810	79 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 Anglo	E1 ns	..... %	.....
E2 Black	E2 ns	..... %	.....
II TOTAL number of EMT students other than target population	222	21 %	.....

5.4 Students' native language or mother tongue if DIFFERENT from **their dominant language.** 5.4 ns

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program	Number of Monolingual Students	Number of students Bilingual to any extent
		% [illegible] only listening speaking

see xerox 3a

B1	Mexican-American	B1 ✓	ns	%	
B2	Puerto-Rican	B2 ✓		%	
B3	Cuban	B3 ✓		%	
B4	Other Spanish-American (specify) Guatemalan Dominican	B4 ✓		%	
B	TOTAL No. of Spanish-speaking Americans	B 810		%	
C	Portuguese-American	C		%	
D	Franco-American	D		%	
F	Chinese-American	F		%	
G	Eskimo	G		%	
H	Russian	H		%	
J	Other	J		%	
I	TOTAL number of M-ENT target students	810	79	%	

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1	Angl	E1	ns	%	
E2	Black	E2	ns	%	
II	TOTAL number of ENT students other than target population	222	21	%	

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 ns

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English			
2-Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent					
Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%	
E 222	English	21	✓		✓	✓				✓	
A	American Indian										
A1	Navajo										
A2	Cherokee					ns					
A3	Keresan										
A4	Other (spec.)										
S 810	Spanish	79	✓		✓	✓				✓	
C	Portuguese										
D	French										
F	Chinese										
G	Eskimo										
H	Russian										
J	Other (spec.)										

3a

5.2

COUNTRY OF ORIGIN

Excerpts from Racial Survey, October - 1970

This information refers to the total school population.	Mexican	Puerto Rican	Cuban	Other Spanish	Total	
Area B - District 19 Froebel Branch - Harrison H.S.	258	43	4	37	342	
	61.0	10.2	1.0	8.7		Mexican
Area C - District 24 Goudy Elem. School	43	39	163	41	286	
	4.25	3.00	17.5	4.0		Cuban
Area C - District 3 Hawthorne Elem. School	103	222	22	19	366	Puerto
	9.30	20.10	2.00	1.70		Rican
Area B - District 19 Jirka Elem. School	470	91	-	5	566	
	76.2	14.7		0.8		Mexican
Area B - District 19 Komensky Elem. School	495	29	-	5	529	
	88.4	5.2		0.9		Mexican
Area C - District 6 Lafayette Elem. School	109	1349	12	42	1512	
	5.7	71.0	0.6	2.2		Puerto Rican

5.6 Recruitment of Students: 5.6 3

0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to language)

5.7 Proportion of N-Com pupils in project area: see Chart C 5.7 50 %
n.s.- not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 1,2
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 73 %
B. Average family income, if mentioned B. ns
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 ns
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project 5.11 0 %
(Indicate specific percent)
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II 0

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

1969 "Survey" Found 36,000 non-English speaking public school children.
See xeroxs

6.2 If a sociolinguistic survey was or will be made, attached: 6.2 I na
mark all groups included: II .....
p.4a,b,c

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	.....	.....
5 others		

1970 Survey: 56,000 Spanish-surnamed
Xerox 4d,e,f

5.8 Community characteristics (mark all that apply) 5.8 1,2
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 73%
B. Average family income, if mentioned B. ns
n.s. - not specified

5.10 Socio-economic status of EMT participating students (indicate specific percent of low SES on the blank:) 5.10 ns
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 0 %
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II 0

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

1969 "Survey" found 36,000 non-English speaking public school children.

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I na
II .....

See xeroxs attached: p.4a,b,c

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	-----	-----
5 others (specify)	-----	-----

1970 survey: 56,000 Spanish-surnamed

Xerox 4d,e,f

6.3 Language dominance of N-EMT groups (check: A parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A na
B ...
C ...

DOMAINS:	USE NON-ENGLISH LANG. LISTENING	SPEAKING	READING	WRITING	USE ENGLISH LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others (specify)								

p. 4a

(6.1) Language Survey

II. Statement of Need

In Chicago, thirty thousand (30,000) school-age boys and girls use Spanish as their predominant language. Our current survey indicated that there were thirty-six thousand (36,000) non-English-speaking children in our public schools. This figure represents an increase of seven thousand (7,000) non-English speakers over the preceding year. Many of these newly arrived monolingual people settle in neighborhoods such as the Pilsen Community, where Spanish is often used to conduct daily business. In these communities, the children are forced to maneuver in the often conflicting cultures of the Spanish-speaking and English-speaking worlds. The dichotomy of these cultures is especially evident in the educational experiences of the children. School-community relationships are not fully developed because the expectations, customs, and language of school and teacher are often in conflict with those of home and parents.

Forty-four percent (44%) of the pupils in these communities are from low-income families. Teacher observations have disclosed that these students are not able to participate actively or give sustained attention in class activities because of their complete or partial lack of ability in the communicative skills of English. This inability of the students to understand what is being said in school results in fear, frustration, and a poor image of self. The need to communicate is thwarted, and the motivation to learn suffers.

Identified needs of these children have resulted in several programsof instruction and specialized services for bilingual children in the schools of Chicago. Recent intensification of effort in this direction has resulted in two federally-funded activities for Spanish-speaking children in the English as a Second Language (ESL) program. These activities are Teaching English as a Second Language (TESL) and the Intensive TESL Center.

6.1 Language Survey Con't

The Teaching English as a Second Language program for the 1967-1968 school year, with 69 teachers and 36 Spanish resource teachers serving 6,610 public school and 640 nonpublic school pupils was an instructional and services program in 54 elementary schools and four high schools in 12 school districts. During fiscal 1969, the program focused on 45 schools in 12 schools districts to provide intensive instruction and extensive services for 4,897 pupils identified as most in need.

However, in the light of recent research and legislation, there is an urgent need to establish bilingual centers in target areas of Chicago where monolingual English and Spanish-speakers might learn together. Currently, the TESL programs only partially fulfill the need of the monolingual child. While they put intensified effort toward English-language learning, they fail to provide conceptual growth in subject matter at a normal rate of speed and neglect to emphasize the important asset of bilingual education for both the monolingual and bilingual child.

The influx of additional Spanish-speaking students and the need for bilingual education necessitate the creation of bilingual centers in five critical target areas, one at the Lafayette School, where an intensive TESL program has been in operation, another in the Jirka-Komensky mobiles in the Pilsen Community; a third and fourth in model cities areas at the Goudy Elementary and Harrison High Schools, and a fifth Center at Hawthorne, in the Lakeview community. In these areas of proposed activity, there are 31,633 resident children. In the districts that will be served by two of the Centers, approximately 70% of the children speak no English or are limited in English. Of this total 20,500 are Spanish-speaking. In the other three areas, 7,230 are Spanish-speaking. Approximately 714 of these children from the five areas will be directly served by the bilingual centers. Provisions will also be made for parent involvement as desired by each community.

JIRKA-KOMENSKY CENTER **

Participating Schools	120th Day Total Membership	Total Number of Students Whose First Language is Spanish and who have a limited proficiency in English	Per cent of children coming from homes where Spanish is spoken in 4th, 5th, and 6th grades
Cooper Elementary	943	333	36%
(Holy Trinity)	*173	---	(82%)
Jirka	760	676	89%
Jungman	896	400	45%
Komensky	595	516	88%
(St. Procopius)	*321	---	(90%)
(St. Pius)	*276	---	(73%)
Walsh	453	304	67%

The following non-public schools will also send students:

St. Vitus

St. Adalberts

* represents 20th day membership

** Serving 240 students.

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p. 4c

(6.1)

INTRODUCTION

There are many classrooms in the Chicago public schools, as there are throughout this nation, where children of various ethnic backgrounds and cultures sit side by side but whose worlds never meet. Language and culture barriers isolate the children and develop problems that result in negative attitudes, serious retardation, racial conflicts, and drop outs from school.

The need for bilingual education in the Chicago public school system is clearly indicated in the 1970 school census, which showed that the schools now have more than 56,000 students with Spanish surnames, an increase of approximately 18 percent from the 1969 survey.

A similar survey in 1965 indicated that there were 12,863 children in the Chicago public schools who were newcomers to Chicago and needed help in learning English. The number of children who need to learn English has increased almost 500 percent in the last five years.

In Chicago, the complexity and difficulty of providing bilingual education is evidenced through the needs of not just one Spanish ethnic group, as in parts of Texas, California, or New York, but through many Spanish groups such as Mexicans, Puerto Ricans, Cubans, and South Americans. Moreover, these

groups are divided into many sub-groups such as Mexican-Americans--first generation and native since 1540--and Mexican-Nationals, as well as those groups reflecting inter-marriages.

The relatively sound 1971 economic status of Chicago with the lowest unemployment rate of any major United States city has drawn and continues to draw many new Spanish people into the city seeking jobs. For instance, estimates from current government records indicate thousands coming into Chicago each month; Illinois has over 500,000 Spanish people alone and many of these are moving into Chicago.

The 1970 Reading Achievement Survey of Chicago public schools reveals that Spanish-speaking students have the lowest level of educational performance of any identifiable ethnic group.

The Metropolitan Achievement Test administered in April 1970 to 193 Chicago public school third-grade children participating in the English as a Second Language activity revealed the reading level to be 2.5 and the mean age to be 11.4. The national norm for third grade pupils is 3.8 and the mean age is 8.4.

A factor which has a readily identifiable relationship to school performance and one for which the schools have both responsibility and potential resources for changing is reading achievement, a sine qua non for academic success. Children who are graduated from the eighth grade of the Cooper Upper Grad Center, which has an 81.9 percent Spanish-speaking student body, and destined to enter the Froebel Branch of Harrison High School, which has a 79.9 percent Spanish-speaking student

body, are found to have an average reading score of 5.9 which is some two years below grade level.

An example of the level at which the problem begins to be apparent can be seen at the Komensky Elementary School where 94.5 percent of the pupils are Spanish-speaking and where the average sixth-grader reads on the fourth grade level, evidencing two years of achievement retardation.

An antecedent factor inextricably related to all of this academic retardation is the well-documented language handicap with which Spanish-speaking children must work. Upwards of 10 percent of the children do not speak any English when they enter school. Those who do speak some English often do not have their English reinforced since the language spoken at home is Spanish. Correct speaking is effectively dealing with symbolic representation and its meaning in a language with which one has a degree of mastery, hopefully in auditory, oral, and conceptual areas. Consequently, the school dropout rate for Spanish-speaking students is the highest of the major ethnic groups in Chicago.

Statistics and observations, from competent workers in the field supported by a recently completed government funded study, point to an excessively high dropout rate among Puerto Rican school-age children residing on the North Side of Chicago. From the view of national productivity, a staggering potential wealth in human resources is being wasted.

These and other studies indicate that one of the main causes of the high dropout rate among the non-English-speaking children is the frustration that they experience in school.

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 2 II 2

	I N-EMT	II EMT
1-inferred by use of surname		
2-established by formal testing of students	✓	✓
3-assessed by informal means (specify how)		
4-not mentioned how language dominance was determined		

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 na

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 na
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 na
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 na
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 3
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____
Citizens Council Fact Sheet - see xerox attached p.5a

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 na
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category:

a group of people).
1-yes
0-no

sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English
1-yes
0-no — 6.6 n.a.

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language
1-yes
0-no — 6.7 n.a.

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language
1-yes
0-no — 6.8 n.a.

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined?
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)
Citizens Council Fact Sheet - See Xerox attached p.5a — 6.9 3

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)
0-not mentioned — 6.10 n.a.

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1.___ Language dominance not specified
2.___ Mother tongue not specified
3.___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N=
II E Dom EMT	N=	N= 1
II_1 E Dom NEMT	N=	N= 11

A Total Number Monolingual: 0
B Total Number Bilingual: 12

Total Number of Teachers
N 12

7.1

		No.	%
I	A	___	___
I	B	___	___
II	A	___	___
II	B	1	8%
II_1	A	___	___
II_1	B	11	92%
	A	0	
	B	12	100
	N	12	

Feeder schools to the Hawthorne Center will be (Hawthorne) Nettlehorst, LeMoyne, Greeley and Morris. The Goudy Center will receive students from Stewart, Stockton and Goudy. (See charts for detailed identification of each group).

Communities such as Lake View (District 3) have assessed the dire need for funding and personnel to solve the problems facing schools in the target areas, as shown in the fact sheet summary compiled by the Lake View Citizens' Council: (6.9 (Community Attitudes)

"The lack of bilingual education for our increasing Spanish speaking community is an urgent problem that must be dealt with now! ! !

The complexities of urban society impose heavy demands on rural oriented Latin Americans. It is grossly unfair that our Spanish students are being denied their educational rights because of a language barrier. Their talents and vitality are being wasted as is their opportunity to become part of the mainstream of American life.

One third to one half of the 9,728 students attending five public grade schools, Lake View High School and two schools of the Catholic archdiocese are Latin American. An estimated 420 students are non-English speaking and approximately 2000 more have severe limitations in language and reading arts. E.S.E.A. Title I fund allotment to District #3 provides only 19 personnel; 5 T.E.S.L., 3 Spanish resource, 2 tutorial, and 9 School Community Representatives. Lake View High School, which receives the majority of the students, has no E.S.E.A. funding.

The Guide Line qualifications of extreme poverty under Title I of the E.S.E.A. Act are not relevant to the need of the majority of Chicago Latin Americans who are determined to stay off relief rolls and only 5,000 of the 59,000 Spanish speaking in Chicago receive welfare assistance. It is unthinkable that the qualities of independence and pride which so enrich our community should serve detrimental ends.

The need is for programs that provide training in English language skills while preserving the Spanish language, customs, and culture. Funding now coupled with extended efforts by volunteer and Community Agencies could unharness valuable human resources which are presently unutilized (sic) to their full potential and which are so needed by their families, their community and their city."

Proposal

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. _____Language dominance not specified
2. _____Mother tongue not specified
3. _____Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT		
II E Dom EMT	1	
II E Dom N-EMT		5

N Total Number of aides or paraprofessionals

A Total Number Monolingual	B Total Number Bilingual	N
1	5	6

7.2	No.	%
I A	0	—
I B	0	—
II A	1	17
II B	0	—
II A	0	—
II B	5	83
A	1	17
B	5	83
N	6	

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-O-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

O-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 NS
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:

II E Dom EMT	1		II A	1	17
			II B	0	—
II E Dom 1 N-EMT			II A 1	0	—
	5		II B 1	5	83
			A	1	17
			B	5	83
			N	6	

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
1	5	6

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-O-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

O-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals 7.4 NS
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-O not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

O-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
P.R.	3	25	P.R	4	66	Latin-	ns	—	—
Cuban	6	50	Cuban	1	16	American		—	—
Mexican	2	16	Mex	1	16	ns if		—	—
Peruvian	1	9		—	—	P.R or Mex.		—	—

O-not specified

7.6 Selection of N-EIT teachers from local community
0-not specified
Number of N-EIT program teachers from local community ..... 7.6 No. ns % —
and % ____ of total N-EIT teachers.

7.7 Number and Proportion of teachers and aides of same cultural background as N-EIT students:
indicate specific percent on the blank, or
if specified descriptively,
1-few
2-some
3-many
4-most
5-more than half
0-not specified

A = teachers
B = aides

7.7 No. % A 5 41 B 5 71

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given)

7.8 no.'s 7 12

n.s.-qualifications not specified
0-previous courses not specified
1. ____ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ____ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ____ previous teaching through N-EIT (in country where it is a native language, in Peace Corps) native-like competence
4. ____ previous teaching in local area/live in the community
5. ____ courses in N-EIT language structure and usage/ linguistics or FL trainin
6. ____ courses in N-E literature/ or literacy in Spanish
7. 12 must be bilingual
8. ____ any previous education through N-EIT/content of courses learned through N-EIT
9. ____ courses in teaching ESL/audio lingual approach
10. ____ courses in methods of teaching N-EIT language/language development
11. ____ courses in methods of teaching content (e.g. math)in N-EIT
12. ____ certification in ESL/or experience teaching ESL
13. ____ certification in teaching N-EIT
14. ____ cross cultural courses
15. ____ courses in the cultural heritage, values, deep culture of N-EIT or travel
16. ____ other qualifications, specify

8.0 STAFF DEVELOPMENT

8.1 A 2,4,5
B

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	____	____
1-English as their second language	____	____
2-The teaching of English as a second language	X	____
3-X as their second language	____	____

see xerox 7a

3-many
4-most
5-more than half
0-not specified

7.6 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.6 no.'s 7 12

n.s.-qualifications not spcified
0-previous courses not specified
1. ... teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ... teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ... previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like
4. ... previous teaching in local area/live in the community competence
5. ... courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ... courses in N-E literature/ or literacy in Spanish
7. 12 must be bilingual
8. ... any previous education through N-EMT/content of courses learned through
9. ... courses in teaching ESL/audio lingual approach N-EMT
10. ... courses in methods of teaching N-EMT language/language development
11. ... courses in methods of teaching content (e.g. math)in N-EMT
12. ... certification in ESL/or experience teaching ESL
13. ... certification in teaching N-EMT
14. ... cross cultural courses
15. ... courses in the cultural heritage, values, deep culture of N-EMT or travel
16. ... other qualifications, specify

8.0 STAFF DEVELOPMENT 8.1 A 2,4,5 B

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
2-The teaching of English as a second language	X	
3-X as their second language		
4-The teaching of X as a second language	X	
5-Methods of teaching other academic subjects	X	
6-Methods of teaching other academic subjects in X language		

see xerox 7a

8.2 Stated goals of teacher training are: 8.2 I 1,2,7,8,6 II 1,2,8

	Students I N-EMT	Students II EMT
1-Understanding of socio-cultural values and practices of	X	X
2-Cross-cultural training	X	X
3-Sensitivity to ethnocentricism and linguistic snobbery		
4-Awareness of the social-emotional development of		
5-Strategies for accomodating the different learning styles of		
6-Strategies for cognitive development of	X	
7-Strategies for reinforcing the self-esteem of	X	
8-Methods of cross-cultural teaching or teaching the bicultural component	X	X
9-Formulation of pupil performance objectives		
10-Methods of evaluation of pupil performance objectives		

List specific courses if given (or Xerox and attach)

Question 8.0 STAFF DEVELOPMENT - INSERVICE

Time Line for Workshops for the Third Year

April 17, 1971	NDEA state workshop for Teachers of Non-English-Speaking Children Dr. Ricardo Ferre D'Amare
May 8, 1971	NDEA workshop for Teachers of Non-English-Speaking Children Dr. Barcarcel - University of Illinois
June 1971	Department of Curriculum Teaching English to Non-English-Speaking Childre and Area Curriculum Services The Education of Bilingual Children
August 1971	Three day workshop by Dr. Atilano Valencia and four bilingual education specialists
September 1971	Continuation workshop on bilingual education - Demonstration classes with children Dr. Ralph Robinett
October 1971	The Education of the Bilingual Child Dr. Mary Finnochiaro
November 1971	Continuation bilingual workshop Atilano Valencia and Staff Demonstration classes with children - Micro Teaching
January 15,1972	Teaching the Language Arts to Non-English-Speaking Children Dr. Faye Bumpass
February 1972	Department of Curriculum Teaching English to Non-English-Speaking Children and Area Curriculum Services The Education of Bilingual Children
March 1972	Dr. Atilano Valencia Continuation workshop on bilingual education - Demonstration classes Micro Teaching
April 1972	Dr. Ralph Robinett Continuation workshop on bilingual education for primary children
June 1972	Department of Curriculum Teaching English to Non-English-Speaking Children and Area Curriculum Services The Education of Bilingual Children

STAFF DEVELOPMENT - PART II

The actual instruction for staff will include:

1. Techniques in teaching ESL.
2. The teaching of reading*
3. The integration of Latin American and United States cultures and social studies.
4. Curriculum review adaptation and telescoping.

The materials selection, adaptation development and coordination will include:

1. Reviewing and accessing pupil responses to known materials.
2. Adapting and creating teacher-made materials, including evaluative instruments, such as questionnaires and tests of behavioral objectives.
3. Seeking out and reviewing additional materials.
4. Review adaptations and telescoping of materials in Chicago Board of Education Curriculum Guide.

* for all staff, regardless of content-subject area of teaching responsibilities.

The Summer Program, for staff development, will follow essentially the same emphases, in a concentrated form. The work sessions, for example would be daily. The alternating schedule pattern set for the school year, with recapitulation and self-evaluation planned for alternating weeks will be maintained.

Continuation

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 3,5

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachersfor feedback on how they are doing
5-cross-cultural sensitivity training, t-groups fro. p. 21
6-interaction analysis (e.g. Flanders system)
7-other (specify)

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 0

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: 8.6 5,6

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? Assissting teacher
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 1 B NS

(mark all that apply)	A for teachers	B for aides
0-not specified	___	___
1-University faculty	X	___
2-project's Master Teachers	___	___
3-project's teachers	___	___
4-other (specify)	___	___

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1	NS	
2		
3		

1-bilingual
2-bicultural
3-N-ENT (specify background)

8.9 Training is provided: 8.9 1,2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A NS

	B (indicate no. of hours)
A-1 approximately equivalent to a	5 weekly
2-approximately equivalent to b	6
3-approximately equivalent to c	
4-approximately equivalent to d	
5-other (specify)	

aids for joint lesson planning. 1-yes 0- not mentioned

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned
How? (specify) _____ 8.5 0

8.6 Paraprofessional's role: 8.6 5,6

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? Assisting teacher
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 1 B ns

	A for teachers	B for aides
0-not specified		
1-University faculty	X	
2-project's Master Teachers		
3-project's teachers		
4-other (specify)		

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1-bilingual	ns	
2-bicultural		
3-N-EMT (specify background)		

8.9 Training is provided: 8.9 1,2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A NS

A	B (indicate no. of hours)
1-approximately equivalent to a college course	5 _____ weekly
2-more than one course	6 _____ monthly
3-less than one course	7 _____ bi-monthly
4-other (specify) _____	

B 5 6 7

8.11 Number and Proportion of teachers attending training: 8.11 no. ns %

or: if specified descriptively, indicate:

0-not specified	6-most
1-100%	7-many
2-more than 75%	8-few
3-50-74%	9-other (specify)_____
4-25-50%	
5-1-24%	

9.0 TEACHERS' ATTITUDES

9.1 Teachers'attitudes are assessed: (Mark all that apply) 9.1 0
0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire
8-other (specify) _____

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) _____

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify)_____

10.1 1

10.2 1,4

10.3 Average number of pupils per class:
0-not specified Varies 15-20

10.3 NS

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 NS

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas:
0-not specified

10.5 NS

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 NS

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I ME DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	1	____	____
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	____	____	____
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	____	____	____

11.1 I 1
II ____
II_1 ____

10.3 Average number of pupils per class: 10.3 ___NS___
0-not specified Varies 15-20

10.4 Average number of aides or paraprofessionals per class: 10.4 ___NS___
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 ___NS___
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 ___NS___
1-individually by: 3-teacher
2-in small groups 4-special remedial teacher
0-not specified 5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I ME DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	1	____	____
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	____	____	____
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	____	____	____

11.1 I ___1___
II ___
II_1 ___

11.2 How many years does project state is optinal for instruction for N-EMT group through N-EMT language to continue? 11.2 ___12___

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10 11 (12) 13

"instruction in the mother tongue from preschool through high school years"

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

-1 =
-2 =

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I ___14___
code: C= N.A. (if no EMT) II ___3___
II_1 ___NS___

for each group	N.A.	13= Pre-K	14= K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM			X												
II E DOM						X									
II_1 E DOM/NEMT															

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not specified	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I E-DOM								
II E-DOM - EMT								
II$_1$ E-DOM/NEMT								

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 0
II 0
II$_1$ 0

11.5 Second language learning for English dominant students is projected through grade:

11.5 I$_2$ 9
II 9

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT														
II$_1$ N-EMT/E Dom											✓	✓		

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 12

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 (12)

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

see Xerox p10a 10b

code: O=not specified m=math s = science ss = social studies
he = home economics b = business, vocational studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
K	NS	NS	ss, s, m	K
1			ss, s, m	1 NS
2			ss, s, m	2
3			ss, s, m	3
4			ss, s, m	4
5			ss, s, m	5
6			ss, s, m	6
7			ss, s, m	7
8			ss, s, m	8
9			ss, s, m	9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

11.5 Second language learning for English dominant students is projected through grade: 11.5 I 9 II 9

code:	00 if no EMT	0 not specified	1	2	3	4	5	6	7	8	9	10	11	12
II EMT												✓		
IIb N-EMT/E Dom												✓		

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 12

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 (12)

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

see xerox p10a 10b

code: O=not specified m=math s = science ss = social studies
he = home economics b = business, vocational studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
1	NS	NS	ss, s, m	1 NS
2			ss, s, m	2
3			ss, s, m	3
4			ss, s, m	4
5			ss, s, m	5
6			ss, s, m	6
7			ss, s, m	7
8			ss, s, m	8
9			ss, s, m	9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: O = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK				Pre K
1				1
2				2
3		NS		3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

For those students who receive their content instruction in Spanish, language arts instruction in the native tongue is a necessity. Instruction in Spanish as a second language is also provided for dominant group pupils ("Anglos") and English-speaking, Spanish surnamed pupils.

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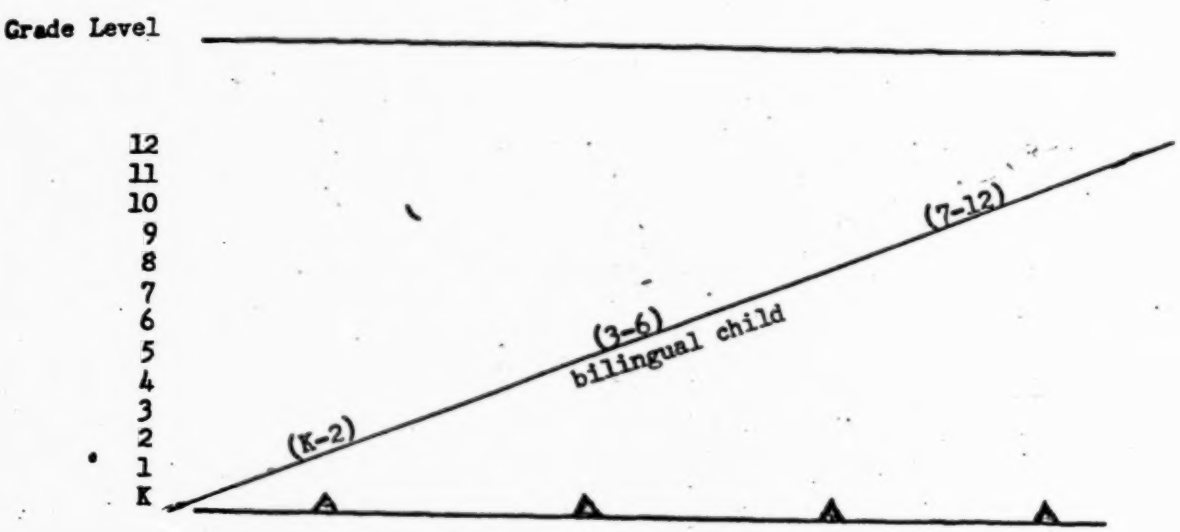
11.7

INSTRUCTIONAL TIME SEQUENCE UTILIZATION FOR SUBJECT MASTERY



Bilingual Achievement Level for Subject Mastery	Beginning Stage	Intermediate Stage	Advanced Stage	Graduate Stage
	English	English	English	English
	Spanish	Spanish	Spanish	Spanish
	Word Recognition	Science	Science	Algebra/ Geometry
	Elem. Arithmetic	Social Studies	History	Gen. Science
		Arithmetic	New Math	U.S./World History
		Geography		Business Education

PROGRAM INFORMATION

Question 11.8

BILINGUAL CENTER	ADDRESS, DISTRICT AND AREA	TITLE I SCHOOL		TITLE VII CENTER SINCE			TOTAL NO. OF BILINGUAL CLASSROOMS	SUBJECTS TAUGHT IN THE CENTER	LANGUAGE OF INSTRUCTION
		YES	NO	1968	1969	1970			
Froebel Br. of Harrison H.S.	2021 W. 21st St. District 19 Area B		X		X* 1		4	Math - Science Social Studies ESL	Spanish & English Team Teaching
Goudy	5120 N. Winthrop Ave. - District 24 - Area C	X			X		1	Math - Science Social Studies Language Arts	Spanish (Team teaching a Primary level)
Hawthorne	3319 N. Clifton Ave. District 3 Area C		X		X		2	Math - Science Social Studies Language Arts Reading	Spanish & English
Jirka	1420 W. 17th St. District 19 Area B	X			X* 2		6	All contents subjects Span. Lang. Arts Eng. Lang. Arts Fine Arts Cultural Activities	Spanish & English Spanish English Spanish & English Spanish & English
Komensky	2001 S. Throop St. District 19 Area B	X			X* 3		4	All contents subjects plus Latin American Culture Spanish as a Second Language	Spanish & English
Lafayette	2714 W. Augusta District 6 Area C	X			X* 4		5 Home Rooms 6 classrooms	Science - Math Social Studies Music-Span. Eng.	Spanish & English Spanish & English Spanish & English

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students
2- 2 way - EMT learn the second language

11.13 2

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
~~PreK~~			S S, S, M	Pre K
1			S S, S, M	1
2			S S, S, M	2
3	NS	NS	S S, S, M	3 NS
4			S S, S, M	4
5			S S, S, M	5
6			S S, S, M	6
7			S S, S, M	7
8			S S, S, M	8
9			S S, S, M	9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 1

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or para-professional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

	Min. per day of instruction through N-EHT	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-EHT
~~PreK~~			SS, S, m	Pre K
1			SS, S, m	1
2			SS, S, m	2
3	NS	NS	SS, S, m	3 NS
4			SS, S, m	4
5			SS, S, m	5
6			SS, S, m	6
7			SS, S, m	7
8			SS, S, m	8
9			SS, S, m	9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 1

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EHT pupils.
8-other (summarize)

(elementary)
monolingual children instructed in second language learning in the morning and in the mother tongue in the afternoon. Pro. p. 21

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1, 2

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

see xerox 11a, b

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

11.17 continued
" during the morning [students] speak only English "
in the afternoon, Spanish P. p. 25

11a

but culturally different. We have to point out that although it is true that they are culturally different, by no means should they reject or scorn their culture or heritage. On the contrary, the school has within its walls the power to transform the students by letting them maintain their own unique identity and absorb the American culture little by little.

After analyzing the student's needs in terms of the cultural background, the following goals were accomplished--

- to acquaint the student with aspects of the American life in relation to the Latin American life, in particular Puerto Ricans, Mexicans, Cubans and other Latin Americans
- to cultivate and enlighten attitudes toward other cultures leading to a greater understanding among them
- to develop pride and confidence in their own culture
- to promote peace by promoting a better understanding of all people

Questro 12.0

Methods of Second Language Teaching grades 5-6

Bilingual Classes

The bilingual class is made up of approximately 15 Anglo-speaking children and 17 Spanish-speaking children.

The Spanish teacher coordinates and directs the first fifteen minutes of the 40 minute period, at which time the language spoken to Anglos is Spanish.

The TESL teacher coordinates and directs the next fifteen minutes of the period at which time the language spoken to Spanish children is English.

The last ten minutes is spent in controlled conversation between Spanish and Anglo children speaking in small mixed groups.

Behavioral Objectives (Language - Spanish)

The Anglo children will practice and use in real life

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situations the Spanish they are learning in the classroom.

They will learn to communicate with Puerto Rican, Mexican and other Latin American students who are their peers. They use the patterns they have learned in the classroom.

This real life situation motivates them to be able to communicate without embarrassment in their new language. The various accents used will familiarize the Anglo children with this aspect of their new language.

The Spanish children will be the models for pronunciation, intonations, and accents for the Spanish speech patterns that the Anglos use. The Spanish children also participate in Spanish dialogues and conversation with the Anglo children.

Behavioral Objectives (Language - English)

The Spanish children practice and use in real life situations the English they are learning in the classroom.

They learn to communicate without fear or embarrassment with Anglo children and they also become accustomed to different accents.

The Anglo children are models for pronunciation, intonation, and stress for the English speech patterns.

Both Spanish and Anglo students participating in this class have been pretested and will be posttested in their second language. The students speaking the native language will be the informants.

In planning the language lessons the teachers are aware of the two cultures so that each group will learn about the customs and culture of the other group.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 IB 1
IIB 1

13.1 Second language listening-speaking skills are learned:				
1-concurrently with dominant language listening-speaking skills	X		X	
2-after a specified level of competency achieved in listening-speaking skills in dominant language	—		—	
3-a specified period of time after listening-speaking skills in dominant language taught	—		—	

see xerox attached p. 12a and 12b

13.2 IA 1
IB 1
IIA 1
IIB 1

13.2 ALM sequence followed:					
1-Listening-speaking proficiency precedes introduction of reading	X	X	X	X	
2-Reading is taught concurrently with listening-speaking skills	—	—	—	—	

to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:					13.1 IB 1 IIB 1
1-concurrently with dominant language listening-speaking skills		X		X	
2-after a specified level of competency achieved in listening-speaking skills in dominant language		—		—	
3-a specified period of time after listening-speaking skills in dominant language taught		—		—	

see xerox attached: p. 12a and 12b

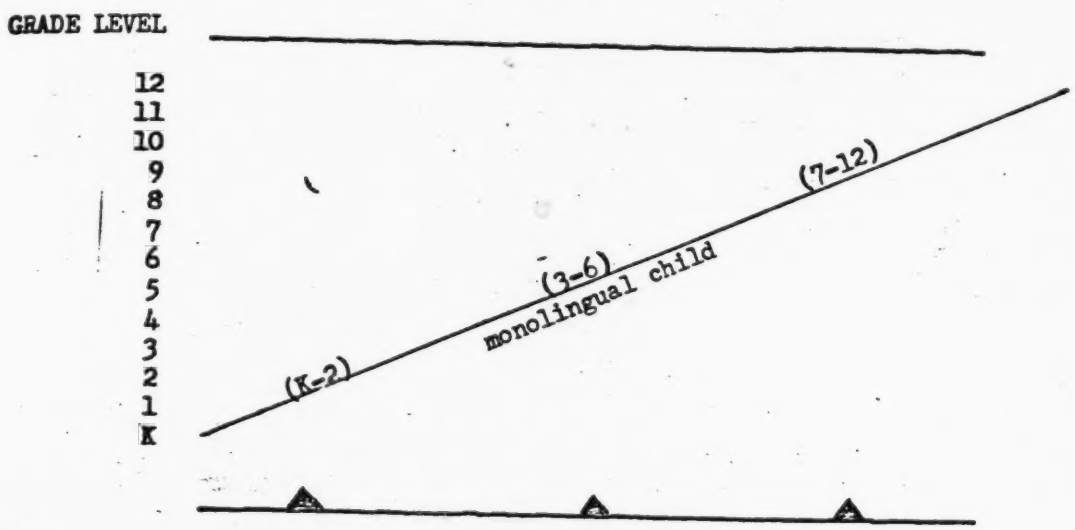
13.2 ALM sequence followed:					13.2 IA 1 IB 1 IIA 1 IIB 1
1-Listening-speaking proficiency precedes introduction of reading	X	X	X	X	
2-Reading is taught concurrently with listening-speaking skills	—	—	—	—	
3-Learning to read overlaps learning of listening-speaking skills	—	—	—	—	
4-There is some overlap between learning to read and to write	—	—	—	—	

13.3 Listening-speaking proficiency determined by:					13.3 IA 1 IB 1 IIA 1 IIB 1
1-measure of listening-speaking proficiency	X	X	X	X	
2-informal assessment by teacher	—	—	—	—	

13.4 Second language reading skills are learned:					13.4 IB 1 IIB 1
1-concurrently with learning to read in dominant language		X		X	
2-after a specified level of dominant language reading competence achievement		—		—	
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)		—		—	
4-before learning to read in dominant language		—		—	

(3.2) Skills Sequence

INSTRUCTIONAL TIME SEQUENCE UTILIZATION FOR LANGUAGE LEARNING



BILINGUAL ACHIEVEMENT LEVEL	Beginning Stage	Intermediate Stage	Advanced Stage
	Mastery of Listening* and Speaking* Skills	Mastery of Reading* and Writing* Skills	Mastery of Adaptation and Variation of Controlled Structures

*Learning the four skills is a continuing, sequential, developmental process.

ESEA/TESL teachers from Komensky, two Chicago Board of Education teachers from Jirka, three Title VII Bilingual teacher, two teacher aides (one of whom will be Title VII) and one community representative. One of the Title VII teachers will serve as head teacher or co-ordinator at the Center.

Since language development is based upon the meaningful usage of known vocabularies and structure, the second language learning aspect (English or Spanish) of the program will emphasize audiolingual exercises at both Centers. Reading and writing which will be held at a minimum at the beginning of the program will increase at the approapriate time of level achievement in these skills. Then matching exercises, filling in blanks, limited forms of original expression and original sentences, can be operative in the learning process. This system of language learning in both English and Spanish will be in progress at the home school, where the monolingual students will mingle with bilingual students in the following classes: language arts, social studies, art, music and physical edication.

13.2

Resource materials in the mobile provided for this purpose will be made available through library periods, group study sessions, team-teaching sessions, and study periods, as determined by the staff. There will be feedback of the curriculum procedures to the classroom teachers at the Hawthorne feeder schools and at Jirka and Komensky so that the bilingual aspects of the regular school program can grow at each school according to need and teacher implementation.

As proficiency increases in second language learning, classes and tutoring sessions in the first and second languages will provide for the retention of new concepts in either language.. Proficient bilingual students, as recommended by regular class teachers, might participate through a tutorial system in these help sessions. Bilingual teachers,

	I Non Eng dom students A dom lang	I Non Eng dom students B second lang	II Eng dom students A dom lang	II Eng dom students B second lang
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K				
1	X		X	X
2		X		
3				
13.6 Reading readiness is determined by: 1-test of reading readiness				
2-informal teacher assessment				
13.7 Grade level reading is expected: 1-in first grade				
2-in second grade				
3-in third grade	X			
4-in fourth grade				
5-in fifth grade				
6-in sixth grade				
7-other (specify)				

13.5 IA 1, IB 2, IIA 1, IIB 1

13.6 IA NS, IB —, IIA —, IIB —

13.7 IA 3, IB NS, IIA —, IIB —

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB 7, IIB 7

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2, 5; II 2

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		—
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X

13.6 Reading readiness is determined by:
1-test of reading readiness
2-informal teacher assessment

13.6 IA NS
IB
IIA
IIB

13.7 Grade level reading is expected:
1-in first grade
2-in second grade
3-in third grade X
4-in fourth grade
5-in fifth grade
6-in sixth grade
7-other (specify)

13.7 IA 3
IB NS
IIA
IIB

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB 7
IIB 7

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2, 5
II 2

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.		
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).		
5-Different academic content is taught in the second language from that which is taught in the native language.	X	
0-not specified		
6-other (specify)		

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students A -in dom. lang.	I B 2nd lang.	II Eng. dom. students A Eng.	II B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	---	---	---	---
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	---	---	---	---
3-Other (specify) See xerox p.14a	---	---	---	---
0-Not specified	---	---	---	---

15.0 IA 3
IB ---
IIA ---
IIB ---

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	IB	II A	II B
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	X		X	X
2-Basal readers	X	X	X	X
3-Dialect readers	X	X	X	X
4-Experience charts (stories dictated by children)	X	X	X	X

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16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	II A
1-Grade 1		
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3	hS	
0-not specified		

(Please indicate # on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	X	X
1-pattern drills	X	X
2-dialog memorization		
3-choral repetition	X	X
4-songs	X	X
5-programmed instruction	X	X
6-stories read to children		

aiming toward child's eventual control of the standard form. ___ ___ ___ ___

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. ___ ___ ___ ___

3-Other (specify) See xerox p. 14a ___ ___ ___ ___

0-Not specified ___ ___ ___ ___

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

	16.1 IA	IB	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	X		X	X
2-Basal readers	X	X	X	X
3-Dialect readers	X	X	X	X
4-Experience charts (stories dictated by children)	X	X	X	X

p p46

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	IIA
1-Grade 1	NS	
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

(Please indicate , on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	___	___
1-pattern drills	X	X
2-dialog memorization	X	X
3-choral repetition	___	___
4-songs	X	X
5-programmed instruction	___	___
6-stories read to children	X	X
AUDIO VISUAL AIDES		
7-films, filmstrips	X	X
8-flannel or magnetic boards	___	___
9-realia, graphic displays	___	___
10-records, tapes	___	___
11-listening centers	___	___
12-multi-media approach	___	___
Experiential :		
13-role playing	___	___
14-puppetry	___	___
15-experience charts	___	___
16-primary typewriter	___	___
17-learning through direct experience with materials e.g. Montessori	___	___
18-activity centers-chosen by child	___	___
19-other (specify)	___	___
Learning outside the classroom:		
20-field trips	___	___
21- suggested TV programs	___	___
22-other (specify)	___	___

15.0 Knowledge gained from inservice is helpful in teaching, but the overall attitude and effort of the teacher is not to be underestimated. In giving recognition to whatever dialect is actually spoken by the child and in being able to communicate interpersonally, the teacher performs a fundamental service to the developing bilingual child. An evaluative study in Chiapas, Mexico, suggest that the teachers' ability to communicate with the students may have outweighed their training or educational level. According to Nancy Modiano, "Attitudes, culture, and cognitive development, including the perception of objects and symbols are linked inextricably to one another and to language."[1]

To insure smooth operation of the Center and maximum student benefit, it will be necessary for the staff to insure cooperation on the local level through consultation, adequate role-definition, open lines of communication with other school programs and activities, and development of mechanisms to maximize interchange of ideas.

Resource materials in the mobile or classroom provided for this purpose will be made available through library periods, as determined by the staff. There will be feedback of the curriculum procedures to the classroom teachers at all schools so that the bilingual aspects of the regular school program can grow according to the need and teacher implementation.

As proficiency increases in second language learning, classes and tutoring sessions will provide for the retention of new concepts in either language for grades 2 through 8 and 9 through 12. Proficient bilingual students, as recommended by regular class teachers, might participate through a tutorial system in these help sessions. Bilingual teachers, whether they are utilizing English or Spanish as the means of instruction, will provide exceptional stimuli in the teaching of social studies, science and mathematics through the expended use of audio-visual and programmed learning materials.

The use of educational trips, and other motivational devices during the first weeks of operation will serve to acquaint incoming students to their new environment and to prepare all for the cooperative effort of reaching proficiency in two languages, adapting to city life in the United States, adjusting to modern school practices in Chicago, and making new friends. (See time chart).

[1] "National or Mother Language in Beginning Reading: A Comparative Study" in Research in Teaching of English, 1:32-43, 1968, p. 33.

16.4 The sources of Non-English materials and textbooks are: 16.4 2,3,9
(mark all that apply)
0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture (specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document 79-84 Continuation
See xerox attached p. 15a-15f

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 ns
0-not specified
Pupils of both linguistic groups are: see xerox - p. 16a-16d
1-always mixed for all learning Varies
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no LMT students)

17.2 Students are grouped for language instruction: 17.2 ns
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
1-total class
2-small groups (specify size) _____ _____
3-individual instruction _____ _____

17.3 Criteria for grouping:

0-not specified	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
1-by age			

16c

(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document 79-84 Continuation See xerox attached p. 15a - 15f

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 ns
0-not specified
Pupils of both linguistic groups are: see xerox - p. 16a-16d
1-always mixed for all learning — varies
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no LEP students)

17.2 Students are grouped for language instruction: 17.2 ns
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
1-total class
2-small groups (specify size)
3-individual instruction

17.3 Criteria for grouping: 16c see xerox

0-not specified	Students I Non Eng dom	II Eng dom LEP	II$_1$ Eng dom NELP
1-by age			
2-by native language			
3-by dominant language	3	3	
4-by language proficiency (ex. level of reading skill)	4	4	
n.a. not applicable (no E.dom/NELP)			

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 3, 1, 2
no-not mentioned
0-type is not specified
1-inter-ethnic (N-LEP student tutors LEP students)
2-intra-ethnic (N-LEP student tutors N-LEP)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____ Pro. p. 35

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 0
0-area not specified
1-inter-ethnic (N-LEP aide tutors LEP student)
2-in the acqusition of native language skills
3-in the acqusition of second language skills
4-in other academic subjects

Question 16.5 ACQUISITION, ADAPTATION, AND DEVELOPMENT OF MATERIALS

(Student Instruction and Staff Development)

I. DOMINANT LANGUAGE - LANGUAGE ARTS

A. Identification and review of existing materials.
Use student texts and accompanying teachers guides*.

1. Laidlaw

-- Mathematics

-- Reading Series

2. McGraw-Hill

-- Let's Speak Spanish

3. Holt, Rinehart**

-- El Mondo Hispanica

4. Americana Corporation materials from Mexico

-- See: Cesar Chavez

5. Singer -- Multi-M

6. Benefic Press

B. Selection of materials appropriate in present form.

-- See listing above.

-- Since no Bilingual Center existed on the Komensky site during the past year, the materials noted above (A.) are those selected by Komensky parents and staff from among many listed or exhibited at the Central and Area Offices of the Board of Education.

DOMINANT LANGUAGE - LANGUAGE ARTS

C. Selection of adaptable materials -- (TO BE DONE)

-- See Curriculum Guides of the Chicago Board of Education,
El Paso Schools, Dade County Schools,
New Mexico Schools, and others

D. Determination of need for materials not yet in existence.#

E. Development of adaptable Materials.#

F. Development of new materials.#

#These functions will be performed as part of the Staff Development, In-Service program in concert with participation by parents and the Community Advisory Council.

* To be used by teachers only.

** To be used by teachers and by more advanced students.

15 c

ACQUISITION, ADAPTATION, AND DEVELOPMENT OF MATERIALS

:: SECOND LANGUAGE

A. Identification and review of existing materials.

-- None in School

B. Selection of materials appropriate in present form.

-- McGraw-Hill

*ESL

Programmed Reading

-- Cultural Influences on Intelligence*, Allison Davis

-- Language and Linguistics

*Benjamin Whorf

*Basil Berstein

-- Phonics

*Dolores Durkin

-- Phonovisual Method - Charts
Workbooks

-- *Teacher's Guide

Spache, George D.

-- Toward Better Reading

Durrell, Donald D.

-- Improving Reading Instruction

Gracy, Wm.

-- On Their Own in Reading

Harris, A. J.

-- How to Increase Reading Ability

15 d

ACQUISITION, ADAPTATION, AND DEVELOPMENT OF MATERIALS

II. SECOND LANGUAGE

II. B. -- Adventures in Dictionary Land -- Am.

How to Read a Newspaper -- Field Enterprises

The Teaching of Reading* -- Dolch

C. Selection of adaptable Materials

The Teaching of Reading -- Samuel Kirk (For the slow Learning)

-- See: Curriculum Guide for the Language Arts - Chicago Public Schools

-- See: Curriculum Guide for other school systems with bilingual programs

ACQUISITION, ADAPTATION, AND DEVELOPMENT OF MATERIALS

III. CULTURE AND HERITAGE

A. (through F. above)

1. El Mundo Hispanico -- Holt, Rinehart
2. Contribution of Immigrants to Our Culture -- Benefic Press
3. Contributions of Afro-Americans to Our Culture -- Benefic
4. Latin Heroes -- Webster McGraw-Hill (Paper backs)
5. Mexico: A History -- Americana Corp
6. Many Mexicos --
7. Parents, staff, and Department of Curriculum consultants will adapt Art and Music curriculum materials for all the centers.

3d year Continuation - 1971

Classroom teachers from all centers will meet periodically to exchange observations, practices, teacher-made materials, and testing techniques. A "materials' pool" will be set up so that all centers may benefit from the exchange of materials and ideas with other centers. Principals of schools with centers will meet periodically to discuss common problems and possible solutions.

The English taught in the centers will be relevant to real life situations, e.g., units in reading newspapers, using telephone directories, answering want ads, and preparing for job interviews. Flash cards will be used that show Latinos in all types of work, not just Anglo professionals.

Materials from Spain and Latin America will be utilized as well as those listed in the Board of Education's approved list of instruction materials. Those found to be especially pertinent and suitable to the needs of the pupils in the centers will be adopted and utilized beginning in September 1971.

16.5 Materials

BILINGUAL PROCEDURES

A. COMPONENT NAME Spanish Language Arts B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL 3

Process

E. PROGRAM OBJECTIVES: To develop communication skills in Spanish

H. PERFORMANCE OBJECTIVE (Includes name or description of instrument)	I. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
The teachers with the assistance of aides will instruct the students, using some of the materials listed below and/or other materials selected by the staff of the Bilingual Center. Language Arts Strand Spanish Curricula Center 1420 Washington Avenue Miami Beach, Florida 33139 Laidlaw Series Multicultural Social Education Southwest Education Development Laboratory 800 Brazos Street Austin, Texas 78701 Laidlaw Series			

18.3 Parent tutoring: (mark all that apply) 18.3 0

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 1,5,2,10

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

See 16a or 16b Cont. p. 21

Continuing bilingual instruction throughout the summer for students in summer school pro. p. 21

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 0-ns
0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance,

8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 1,5,2,10

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

see 16 xor 16b
Cont. p. 21

Continuing bilingual instruction throughout the summer for students in summer school pro. p. 21

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

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0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above)

20.2 0-ns

0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

P. 16a

Question 17.1
Student Grouping

PUPIL INFORMATION

BILINGUAL CENTER	GRADES SERVED	NUMBER OF BOYS	NUMBER OF GIRLS	TOTAL	DESCRIPTION OF SPANISH ANGLO INTEGRATION
FROEBEL BRANCH OF HARRISON H. S.	grade 9	97	87	184	Integration in all classes (team teaching)
GOUDY	grades K-8	76	78	154	Integration in regular classrooms
HAWTHORNE	grades 3-8	37	15	52	Integration during certain periods
JIRKA	grades K-7	89	69	158	Fifteen Anglos included in special class. Integration during certain periods.
KOMENSKY	grades 1-6	68	70	138	Integration in regular classroom
LAFAYETTE	grades 4-8	37	40	77	Fifteen Anglos included in fulltime program
TOTAL		404	359	763	

16b

be facilitated will be the center's participation in the cooperative teacher corps co-sponsored by the Circle Campus of the University of Illinois and District 19 of the Chicago public schools. That teacher preparation program is stressing the preparation of teachers from bilingual urban areas who have a commitment to return to these areas to teach.

The following services are to be provided at the new Komensky Center:

Programs designed to impart knowledge of the history and culture associated with Spanish and Latin America, particularly Mexico. Wherever opportunities arise for illustrating parallel customs, history, economic functions, or geographic or urban situations in the United States, these will be built upon.

Efforts to establish closer cooperation between the school and home.

Early childhood educational program related to the purposes of this title and designed to improve the potential for profitable learning activities by children.

Adult education programs related to the purposes of this title, particularly for parents of children participating in bilingual programs. Knowledge of the city must include field trips in order to build understanding of the total context in which we live and the opportunities it offers.

Question #19.0

Programs designed for dropouts and potential dropouts having the need of bilingual programs. We note here that, although the Komensky is a K-6 school, the correlation between reading achievement and dropout ratios is so high and the progressive nature of achievement retardation is so great that people (even in the elementary schools, for example, in grades four and six) who are two years or more below their grade expectancy in reading achievement may be pinpointed as potential dropouts. Special attention should be directed to these young people if they are to reach anything near their own potential for achievement.

Field trips and audiovisual experiences for pupils, utilized to build interest and knowledge in correlation with studies, as well as to broaden understanding of the kinds of occupations which exist in our common culture in Chicago, thereby providing a meaningful basis for heightened pupil aspirations.

17.3 Student Grouping

Most of the teachers have no desks or cabinets for materials. Since children of all ages are served, seating in a greater variety of sizes is needed.

Students are grouped on the basis of several sets of criteria--

- understanding of and fluency in the use of English
- age, physical, and social maturity
- previous grade placement
- understanding, fluency, and literacy in Spanish

Since every entering pupil is placed in a heterogeneous homeroom, the first and last criteria stated are utilized only for placement in TESL and bilingual program components. Pupils in the following categories are placed in subject matter content classes and in the TESL classes which complement instruction in Spanish:

- monolingual Spanish-speaking
- minimal English-speaking
  Level A (some comprehension of oral communication)
- minimal English-speaking
  Level B (some comprehension of oral communication and some fragmentary English speaking)
- English-speaking learners of Spanish

Each of these categories exists at every grade level. However, sharp lines between grades are ignored and pupils are grouped as primary (i.e., grades P1 to P3); intermediate (i.e., grades 3 and 4); and upper (i.e., grades 5 and 6).

The instruction of pupils in line with the philosophy of continuous development and general framework provided by the curriculum guides has been fraught with difficulties and pitfalls. The problems must be attributed to a number of specific causes,

but they may be organized under the following major headings: personnel, space, and materials. Of these the most critical, in terms of its effect on instruction, is personnel. The staff members and the aides available were inadequate, i.e., the teacher aides, school-community representatives and a bilingual clerk.

The teachers were either new, completely inexperienced, or trained and experienced in a culture in which the philosphy underlying pedagogical approach is often incompatible with recommended practice in the United States. Furthermore, none of the teachers was familiar with the curriculum of the Chicago Board of Education. The program included historical cultural information and fine arts experiences associated with Mexico and other Latin American countries.

Secondary Level

V. OTHER: Extra-Curricular Student Activities

1. The model for the student government might well be a United Nations' meeting so that reports could be presented in either language or in two languages and students could earn points for serving as translators after being elected to the governing body by their peers. It is felt that this would encourage the students to speak both languages and it would help build in them habits of citizenship which needs to be fostered in the community in order that the students will function more effectively when they become adults and also in order that they may influence their parents even at this stage as they grow because they will bring home information and excitement about the functioning of the Democratic System here, and they will encourage their parents to participate.

(18.1)

2. Another aspect of the extra curricular activity plan is a service club plan. Older students from the intermediate and upper grades might earn citizenship points or service points by serving as:

A. Tutors in English or in Spanish for Reading, or for Math, and so forth.

B. They might also earn service points by preparing curriculum materials for teachers. A fourth grader preparing a picture dictionary, for example, for a primary class,

Continuation

2. B. utilizing cards and cut-outs for catalogs and the vocabularies from some of the materials used in the class, would be learning a great deal and strengthening his knowledge. He would also have the feeling that he was serving his school community and the learning that he would do would be especially important for him if he happened to be one of those youngsters who needed reinforcement and who have not done well.

C. There might also be student librarians who could function in much the same way and in every case, building the mastery and demonstrating the mastery necessary to present material to a younger or a less advanced pupil would be a status giving incentive and we feel that this would be a very positive thing for youngsters who have, for so long, been in the background and have not been high level achievers.

D. Patrol

E. Messengers

F. Play leaders for primary grades

G. Other monitors, eg., Kindergarten, or Public Relations (eg., poster-makers)

3. Student Newspaper

A. Writers

B. Translators

C. Artists

D. Paste-up Crew

E. Assembly Crew

Continuation

21.0 SELF-ESTEEM: 21.0 19

Stated methods of project compenent expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #
19 - through acceptance of child's language and culture by the school
Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

See xerox 17a 17b

22.0 LEARNING STRATEGIES 22.0 1

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

At Harrison - Froebel Center (gr 9-12) "conversational interaction rather than lecture-type classes will be instituted." Pro p. 34

5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher, their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #
19 - through acceptance of child's language and culture by the school

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum — See xerox 17a
12-pupils choose activities from a variety of interest centers — 17b
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 1

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Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

At Harrison - Froebel Center (gr 9-12) "conversational interaction rather than lecture-type classes will be instituted." Pro p. 34

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 3
1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

17a

Specific Measurable Objectives

To improve fluency in aural-oral activities of all pupils in English and Spanish in the following fundamental areas:

Understanding with ease different varieties and levels of standard speech (Oral Question-Answer tests)

Adapting speech to different language levels such as informal, formal, and inter-group (dialogue and role-playing tests)

Developing an awareness of the relation between one's own language and civilization and that of another country

Evaluating progress by means of Board of Education-developed fluency tests, pre-and post-tapes.

21.0 Self-Esteem

Harrison High School Center

Objective - to achieve from the perspective of another culture, a deeper understanding of oneself, one's nation, and history

Objective - to improve the self-image of the Latin American student and to raise his personal expectations.

Through study and discussion of the great men of Spanish America, of the great philosophers, poets, and writers and of their works, the Latin American student gains a deeper insight into his own heritage and his own worth. At the same time, his Anglo-American peer who attends class with him acquires a deeper insight into and appreciation for the Spanish-speaking people. This class is one of the most popular classes at Harrison High School Bilingual Center. Pupils and teachers who have a free period or a study period are often found there.

Komensky - Jirka Center

Objective - to achieve a deeper understanding of oneself, one's nation, and history

Objective - A Latin-American culture curriculum, including Latin American history, was initiated. Every class in the school received instruction inputs from the Spanish resource teacher for one period each week. School in-service meetings were used to guide and encourage regular classroom teachers in integrating and emphasizing Latin America (especially Mexico) in the teaching of social studies.

Objective - to build the self-image of the pupil so that he feels accepted and so that he has higher effective adjustment or adaptation and higher achievement in curricular areas

In-service meetings, which included Komensky teachers of regular grades and the bilingual program, as well as the bilingual program staff from the Jirka, were held. All staff members were encouraged to attend workshops, symposia, presentations of materials, and other relevant in-service

21.0 Self Esteem

LEVEL	SELF
	The child should:
I	Develop an awareness of self. Develop a sense of personal worth. Recognize that he is an individual who must function in a social situation. Learn to act in ways that are acceptable and correct in relation to other people. Recognize that people are basically alike. Appreciate the value of completing a task.
II	Extend his awareness of self. Develop pride in his accomplishments. Begin to realize that he can succeed. Become aware that criticism is meant to be helpful. Begin to practice self-control. Develop ability to complete a task within a reasonable length of time. Recognize that people differ in appearance. Learn to recognize that other people have worth.
III	Realize that he can succeed in various ways. Recognize that criticism should be helpful. Understand that he can learn to make friends and to be a friend. Begin to build habits of self-control. Develop ability to adjust to new situations as they occur. Understand that rules help him and others to live safely. Begin to develop the concepts of honesty and truthfulness. Begin to develop concepts of "mine," "yours," "theirs." Recognize that there are suitable times for the beginning and ending of tasks. Become aware that there are differences in the way people do things.
IV	Begin to understand that he has abilities which will enable him to succeed. Recognize the value of criticism. Recognize the value of honesty and truthfulness. Continue to build habits of self-control. Realize that he can be a dependable person. Understand that he can make a worthwhile contribution to others. Develop a sense of responsibility toward others. Learn that there are many ways of having fun with friends. Practice the skill of beginning and ending tasks within a designated time.
V	Appreciate the value of criticism. Appreciate the value of honesty and truthfulness. Realize the feeling of satisfaction that derives from doing the best he can. Develop understanding that he can build desirable relationships with others. Learn to accept and respect people on the basis of their performance. Understand that he can grow toward independence. Understand that he must soon assume adult responsibilities and prerogatives. Realize that some fears will disappear as he has more experience. Practice habits of self-control. Begin to discover why he acts as he does. Practice beginning and ending tasks within a designated time.

Continuation

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-NMT culture, please summarize below: (or attach xerox)
found in document ....., page # .....
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned
objective: to develop an appreciation for two distinct cultures

23.4 In the bicultural compenent knowledge of the N-NMT culture involves (mark all that apply) 23.4 1, 2, 4, 6, 3
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life: Socio-economic characteristics and contemporary values
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NNMT or NMT
8-Other (specify)

Pro. p. 10

23.5 American culture is defined: 23.5 3
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

see xerox 18 b

24.0 COMMUNITY COMPONENT

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned
objective: to develop an appreciation for two distinct cultures

23.4 In the bicultural component knowledge of the N-NNT culture involves (mark all that apply) 23.4 1, 2, 4, 6, 3
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or political movements
2- Historical-cultural heritage of the past--contributions to art and science
'Deep' culture: family patterns and contemporary way of life: Socio-economic characteristics and contemporary values
4- Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NNNT or NNT
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3-other(indicate document and page number for xerox) or elaborate in your own words

see xerox 18 b

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 2, 3
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 no
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

COMPONENT: Behavioral Objectives in Latin American Culture and Social Studies

PROCESS AND PROCEDURE	PRODUCT (COGNITIVE or AFFECTIVE)	MATERIALS	EVALUATION PROCEDURE
I. Teachers Integrate and correlate physical and political geographic, historic, climatic similarities and differences between U. S. and Latin America in all social studies II. Spanish Resource person and teachers provide informative and active envolvement inputs to each class on Latin American culture, on on a regularly scheduled basis. A. Instructional periods B. Assemblies and observance cultural festivals C. Bilingual school newspaper D. Artifacts of Latin American culture E. Live or taped Stories and songs	I. Cognitive A. Knows basic facts for grade level in social studies B. Can indicate major similarities and differences between North, South and Central America, eg, What is the climate of _____? What is the physical geography of_____? What Mexican or other Latin American cities have similar functions to Chicago_____? to Miami_____? etc. C. Can tell how natural resources affect building materials used? D. Can name capitals and major characteristics of, eg., Mexico Puerto Rico Other Carribean Islands Colombia Peru Argentina, even Canada?	Materials to be selected and/or adapted. Singer - Multi-media kits Mexico Christmas in Mexico Christmas songs in Spanish Central America South America Rand, McNally - Maps and Globes of World South America Mexico Americana Corp - Posters of heroes maps Social studies books on Latin America Webster McGraw-Hill Field trips Careers Club speakers Art eg, Diego Rivera	A=Instruments B=Person C=Dates & Collection Mode II. Affective Staff-made A. Questionnaire - Information Attitude toward Latin America United States Chicago Self and future B. Staff C. Pre & Post Longitudinal Anecdotal Records

lar intervals, selected at the teacher's discretion under supervision
administration.

(29.5) · American Culture

CITY, STATE, and NATION

e child should:

Begin to develop pride and love regarding the flag.
Learn the "Pledge of Allegiance" and "America."
Become aware of aspects of our country: its name and the name of the President.
Become aware of special days and holidays.
Recognize that people are basically alike.
Become aware that certain conduct is acceptable in a public place.

Realize that the flag is a symbol of our country.
Recognize significance of special days and holidays.
Develop patriotic observances.
Become aware of the beauty of the city of Chicago.
Become aware of the community workers who keep the city safe and clean.
Extend understanding that people differ in appearance.
Extend understanding that other people have worth.
Begin to recognize habits of conduct that are acceptable in a public place.

Develop love for our country.
Extend his understanding of the significance of special days and holidays.
Develop patriotic observances.
Extend his awareness of the city of Chicago.
Recognize that, in our city, many people live and work together.
Begin to understand the reasons for differences in the way people act.
Develop, through practice, habits of conduct that are acceptable in a public place.

Extend his knowledge of flag etiquette.
Recognize the melody and the significance of "The Star-Spangled Banner."
Extend his understanding of the significance of special days and holidays.
Become aware that Chicago has a flag.
Learn the name of Chicago's mayor.
Recognize that the purpose of urban renewal is to make our city a better place in which to live.
Recognize that city residents have certain rights and obligations.
Recognize that man builds his home to suit his way of living and his environment.
Develop, through practice, habits of conduct that are acceptable in a public place.

Develop the ability to sing "The Star-Spangled Banner."
Extend his knowledge of the significance of special days and holidays.
Extend his knowledge of the facilities of the city of Chicago.
Become aware of the state of Illinois as a community in which he functions.
Become aware that people all over the world have the same basic needs.
Understand that we must accept and respect people for what they contribute to the welfare of other individuals and of the group.
Develop moral values.
Increase his understanding of the rights and obligations of members of a community.
Continue practice of good conduct in public places.
Extend map skills.
Develop his understanding of media of communication.

SOCIAL STUDIES

Continuation

HOME

The child should:

Understand that he is a member of a family.
Understand that members of a family have names.
Become aware that he is dependent upon others in order to live.
Understand that members of a family share experiences and activities.
Recognize that members of a family work together.
Become aware that members of a family respect each other.
Become aware that people are basically alike.
Recognize that a home has furnishings.

Recognize that it is important for members of a family to share and co-operate.
Recognize that each family member has definite responsibilities.
Recognize that it is important for members of a family to show mutual respect.
Develop respect for parental authority.
Recognize that people differ in appearance.
Recognize that other people have worth.
Recognize that a home has different kinds of furnishings.

Begin to understand his relationship to the other members of the family.
Develop respect for parental authority.
Recognize that he has a share in the responsibilities of the home.
Build habits of self-control.
Begin to understand the concepts of "mine," "yours," "theirs."
Understand that members of a family may have fun together or as individuals.
Realize that home furnishings provide comfort.
Become aware of differences in the way people do things.
Begin to develop skills and habits of courtesy and thoughtfulness to his neighbors.

Realize that the father or other members of the family work away from home in order to supply shelter, food, and clothing for the family.
Understand that a home that is neat, clean, and attractive is a pleasant place in which to live.
Learn the appropriate use of home furnishings.
Recognize that controls set by parents in recreational activities are for his own protection.
Recognize that there are many kinds of family dwellings.
Recognize that homes are made of different materials.
Realize that many kinds of workers co-operate to build homes.

Develop skills which aid in keeping the home neat, clean, and attractive.
Acquire skill in home responsibilities which are at his level of ability.
Learn to accept and respect people on the basis of their performance.
Learn how to use the telephone to visit with friends and to conduct business.
Become familiar with suitable hobbies.

SCHOOL

The child should:

Become aware that school is a place of work and organized play.
Become acquainted with the physical plant.
Learn names of the teacher, classmates, and the principal.
Become aware of rules of room and school.
Become aware of the fact that school materials have value.
Begin to learn how members of a class work together.
Begin to learn how members of a class play together.
Recognize that rights of other members of the class are to be respected.

Develop respect for school authority.
Become aware of the importance of punctuality and regular attendance.
Begin to learn special rules and regulations for classroom, corridors, playground, and other school areas.
Learn to care for desks, books, supplies, and other equipment.
Recognize that people differ in color of hair, eyes, and skin and in size and shape.
Recognize that other people have worth.

Begin to understand his relationship to his teacher and to the other members of the class.
Realize that he is a member of a class and that the class is a part of the school.
Begin to assume responsibility for self-control in school.
Begin to develop the concepts of honesty and truthfulness.
Begin to develop the concepts of "mine," "yours," "theirs."
Use school equipment properly.
Begin to assume work responsibilities in the school.
Become acquainted with the school and its neighborhood.
Recognize that, in our school and its community, many people live and work together.

Understand the meaning of respect for others.
Understand the relationship of his class to the school.
Understand that a school that is neat, clean, and attractive is a pleasant place.
Recognize the many kinds of workers it takes to operate the school.

Begin to learn the responsibilities of good school citizenship.
Begin to learn in what ways he can contribute service to the school both within and outside of the classroom.
Become acquainted with the adult helpers in the school and their respective duties.
Learn to accept and respect people for what they contribute to the welfare of other individuals and of the group.
Learn to be selective about choice of television and radio programs.
Learn that printed materials bring news from everywhere.

Continuation

COMMUNITY

The child should:

Become aware of his relationship with people he meets in the neighborhood.
Recognize that people are basically alike.
Begin to recognize conduct that is acceptable in a public place.

Become acquainted with the stores in the school neighborhood.
Become acquainted with fire stations and police stations in the school neighborhood.
Become acquainted with types of transportation he might use.
Recognize that people differ in the color of hair, eyes, and skin and in size and shape.
Learn to recognize that other people have worth.
Practice conduct that is acceptable in public places.

Begin to understand that he is a member of the community.
Recognize that, in the community, many people live and work together.
Extend his knowledge of community workers to include the mailman, the garbage collector, health and welfare workers, and store clerks.
Become acquainted with parks, playgrounds, and social centers.
Recognize and identify maps in the classroom.
Begin to develop the concepts of honesty and truthfulness.
Begin to develop concepts of "mine," "yours," "theirs."
Begin to understand the reasons for the differences in the way people act.
Practice conduct that is acceptable in public places.

Develop understanding of his relationship to the community.
Recognize that the way in which we act toward others indicates our respect for them.
Realize that a neat, clean, and attractive school is a source of pride in the community.
Begin to develop habits which will help to keep the community attractive.
Become aware that owners of property and residents of any community have certain rights and obligations.
Recognize that members of the community work together to conserve community facilities.
Become acquainted with such community facilities as churches, museums, libraries, health agencies.
Become acquainted with the location of important streets in the community.
Begin recognition of school street boundaries.
Develop understanding of the directions north, south, east, and west.
Develop understanding of the need for different types of transportation.

Recognize that he has rights and responsibilities as a member of the community.
Increase his understanding of the rights and obligations of members of the community.
Understand that we must accept and respect people for what they contribute to the welfare of other individuals and of the group.
Recognize that many kinds of services are needed by each community.
Recognize that services are dispensed in various ways.
Develop an understanding that community transportation facilities lead to other parts of the city.
Develop map skills through practice.

Continuation

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 3, 6, 9

0-method not specified
no-no provision for informing community
1 bilingual newsletter
2. monolingual newsletter
3. ews sent to mass media.
4-if articles included with project, check 4
5-bilingual fliers sent home
6-formal meetings
7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 1, 4, 5, 7

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify) liaison teachers
8-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through: 24.5 5

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home

7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 1,4,5,7
0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify) liaison teachers
8-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through: 24.5 5
no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified
resource people; parents, community leaders will aid in inservice training, acquaint teachers with culture,

24.6 The school is open to the community through: customs, history of bilingual students 24.6 2
0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1,2,3,4,5,6
1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program

1. Providing inservice and sensitivity programs for teachers at all involved area feeder schools.

2. Developing ongoing inservice sessions for staff to develop materials, curricula and instruments of evaluation at each Center.

3. Using modern aural-oral methods of language teaching.

4. Establishing full-day programs for children 12 years and older in small classes of no more than 15 students with individualized instruction for those needing special assistance.

5. Utilizing at least one mobile or classroom for inservice and parent-community meetings, and using it as a central location for materials development and a resource library. (24.1)

6. Conducting bilingual classes in language arts and in regular grade level subjects such as mathematics, social studies, home economics, business studies and sciences, using bilingual teachers.

7. Instructing monolingual children in second language learning in the morning and in the mother tongue throughout the afternoon.

8. Using standard languages in instruction while giving recognition to local or ethnic dialects.

9. Giving academic and vocational counseling.

10. Enriching the school's extra-curricular activities through student participation from the Bilingual Center.

11. Encouraging integration of all monolingual and bilingual students in assemblies and programs as well as in academic areas.

12. Providing bilingual tours and educational trips for parents and students.

13. Continuing bilingual services throughout the summer.

Procedural activities will be formulated by the principal of the local school in conjunction with the Project Director and staff to meet the needs of the students and community. Following is a description of the bilingual program for each Area Center. The format of the programs will be modified where necessary by staff at the elementary and high school Centers to suit the achievement level of incoming students. (See following instructional time sequence utilization chart). The teacher-student ratio will be no higher than 1:20.

25.2 Project's impact: 25.2 0

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 0

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 0

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 0

0-not mentioned
no-never
1-once or twice during year
2-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 NS
1-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1, 3
1-Pre-tests have been given to project group or sample
2- " will be " "
3-Post-tests have been given to project group or sample
4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "

See Xerox 4e and 4F

COMMUNITY

TE: All meetings including non-English-speaking parents are conducted in English and Spanish.

*C. Visiting of classes.

*D. Designation of "Grade Mothers" to articulate between teacher concerns and other parents of other grade level pupils.

E. Volunteers

*1. To tutor mono-lingual Spanish-speaking pupils, assisting in supervision of audio-visual aids as necessary.

*2. To assist teachers in other class, or assembly, or extra-curricular activities, eg. Bilingual School Newspaper

*3. To accompany classes on educational field trips.

F. Instructional Materials Acquisition, Development and Assessment.

*1. To serve as resources by telling, singing or dictating stories, legends, songs, recipes, etc., from their cultures.

*2. To serve as resources by indicating new or additional sources of suitable materials.

*3 To work, in cooperation with teachers and administrator in assessment and selection of existing materials.

4. To serve as resources in the designation of unmet needs in instructional materials or in the development of certain materials.

5. To serve as resources in acquainting pupils with career occupations.

6. To assist in communication with the larger community.

Continuation

COMMUNITY

G. Acculturation Activities

Participation in activities which have utility for them and in which they have interests.

Activities requested, at this point, by Komensky parents include:

*1. Classes in ESL for parents
2. Classes to prepare for E.E.D.
3. Classes in consumer education
4. Classes in first aid.
5. Groups for Urban (Chicago) study and field trips covering characteristics and facilities of the city.
6. Assistance in filling applications and interpreting requirements for civil service and other occupational examinations or positions.

Continuation